

Topic: Get the message

Sending a message

Lesson concepts

- **Punctuation** — Symbols are different from letters
- **Punctuation** — Capital letters for names
- **Punctuation** — Capital letters and full stops for sentences
- **Spelling** — Letters of the alphabet represent sounds in spoken words
- **Sounds of language** — Rhymes, syllables, phonemes
- **Expressing preferences** — Feelings and thoughts about events, characters
- **Text structures and language features that create texts** — Short texts: familiar words and phrases, beginning writing knowledge
- **Constructing texts** — Software applications: word processing programs

Today students will:

- ▶ understand that full stops are different from letters and spoken sounds are written using letters
- ▶ understand how to create short texts about story characters or events.

Resources

Text

Ahlberg, J and A 2006, *The jolly postman, or, Other people's letters*, Puffin, London.

(Or use an online search engine to find a read-aloud version of the story.)

Digital

Video — An email from Goldilocks (1:15)

Sheets

Sheet — Alphabet chart

Sheet — Number chart — 0 to 10

Find and prepare

Students' letters (from previous lesson)

Replies to students' letters (prepared before lesson)

Materials for a pretend post office

Scrapbook

Camera

Lesson

Review the features and content of a letter or email

Note

Provide a reply where possible to the letters students wrote in the previous lesson.

Ask students to:

- read their letter (and reply)
- discuss the content of the letter
- discuss the features of letters:
 - sender's name and address
 - greeting (for example: Dear Humpty Dumpty)
 - body of the letter
 - sign off (for example: from, best wishes, regards, yours truly).

Ask students to identify and circle all the full stops and capital letters in the letters.

Explain to students:

Say to students

‘ Today you will look at a different way to send messages. ’

Ask students what they know about sending emails.

Focus questions

- Q: *Have you ever sent or received an email?*
- Q: *Who did you send it to or receive it from?*
- Q: *What did you use to write or read the email?*

Talk to students about the technologies used to send emails.

Explain that an email is sent over the internet using computer technology.

View the **Video — An email from Goldilocks.**

Ask questions to help students identify the features of an email.



Focus questions

- Q: *Who sent this email?*
- Q: *Who did she send it to?*
- Q: *Why did she send it?*
- Q: *What is in the subject line?*
- Q: *What is the message Goldilocks wanted to send to Mary Muffet?*
- Q: *How is the email different to the letter you helped to write to a character in 'The Jolly Postman'?*

Write and draw for a letter or email

Have students send an email to a friend, classmate, relative, family member or teacher.

Discuss the importance of writing names correctly. Ask students to:

- count how many letters there are in the name of the person they are writing to
- identify the sounds heard in the name and the letters that match those sounds.

Help them to put an email address in the address line and a subject in the subject line.

Allow students to copy a message or have a go at writing their own message and sending it.

Match letters and sounds in words in familiar text

Identify sounds in words.



Provide students with the **Sheet — [Alphabet chart](#).**

Look around the room and say the name of a person or an everyday object that starts with the letters 'f', 'l', 'r', 'm' and 's' (for example: fan, light, ruler, mat, sign).

Ask students to identify the first sound in the name or word (for example: /f/ or /l/).

Note

You may have to repeat the first sound clearly (for example, say: /f/, /f/-fan).

Ask students to point to the letter on the alphabet chart.

Develop, progress and consolidate English through the contexts for learning

Prepare for play.

Say to students

Now we are going to continue to make our pretend post office that we started planning in a previous lesson.

Make suggestions to help students choose a text to make for their pretend post office game.

Say to students

You could make a sign for your post office (for example: Sunnyside Post Office; open; closed).

You could make a sign that tells your customers what time the post office is open or how much everything costs (price list).

You could make labels and price tags for the things that you sell in the post office.



Provide students with the **Sheet** — [Number chart — 0 to 10](#).

Help students decide how to make the text (for example: use a computer, pencil and paper or cardboard).

Talk about the words, pictures or numbers that students will use.

Prompt students to organise the words, pictures and numbers so their text looks more like a 'real' sign or label.

Talk about how words are written and read from left to right across the page and from top to bottom down the page.

Ask students to make the texts for their pretend game (for example: draw pictures, write letters or sounds they hear in words (for example: 'opn' for open) or copy and write numbers and letters).

Ask questions to help students talk about their texts and they are set out and used.

Focus questions

Q: *Why have you used words, pictures or numbers here?*

Q: *What does this picture tell the customers?*

Q: *Why did you use big letters on your sign?*

Q: *Which way do you read this writing?*

A: From left to right and from the top to the bottom of the page.



Encourage students to play the pretend post office game using the texts that they made.

Take photos of the students' pretend post office (including the texts that they made).

Record learning

Share play experiences.

Choose and print a photo from the session and glue it onto the next clean page of the students' scrapbooks.

Write 'Pretend post office game' at the top of the page along with the date.

Encourage students to write about their play using any words they know.

Remind students that when we write, we go from left to right, just the same way that we read, and that written words on a page are separated by spaces.

Say to students

‘ When I write, I know what I want to write before I use my pencil. I say the word that I want to write and use my knowledge of letters and sounds. I write from the left to right, which is the same way I read and when I have finished one word, I leave a space before I write another. That makes it easy for me to read my work back to myself when I have finished. ’

If required, ask students what they have written and write these words neatly below students' writing.

Ask students to pack away any materials they used in this lesson and to put the books away carefully.